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ABSTRACT

A project involved the compilation of recommendations appearing in the final performance and evaluation reports of eighty-one career education programs funded by the U.S. Office of Education (USOE) during 1976. After undergoing four reviews, 475 recommendations which were project specific were eliminated and the remaining 230 recommendations were placed into nineteen general Categories for the purpose of determining trends within each of the categories. The nineteen categories and their respective recommendations are included in this report, with each category presented as a separate section. The categories are as follows: program planning, project staffing, project management, implementation strategies, preservice training, inservice training, consultants, demonstrations sites, advisory committees, community, special needs groups, multisite projects, coordination/articulation, materials development, placement, dissemination, evaluation and research, funding, and USOE. (BM)

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# RECOMMENDATIONS FOR THE IMPLEMENTATION AND MANAGEMENT OF CAREER EDUCATION PROJECTS

May 1977

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Department of Health, Education, and Welfare

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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The material in this publication was prepared pursuant to a grant from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education.

This report is a compilation of recommendations appearing in the final performance and evaluation reports of 81 career education programs funded by the U.S. Office of Education during 1976. Thirty-two received funding for three years pursuant to Section 104(c), Part D of PL 90-576 and 49 were funded for one year through the Office of Career Education under Section 406, Title IV of PL 93-380. Seven hundred five recommendations were identified in the 81 reports.

These recommendations underwent four reviews. The first two reviews focused on eliminating recommendations which were project specific such as, *Career education should be a tenth-grade elective at Washington High School but is more appropriately a ninth-grade elective at Lincoln High School*, or, *Mr. Clark's third-grade students should be placed in Ms. Goodbar's or Mr. Wrigley's fourth-grade classrooms because they provide logical extensions of Mr. Clark's career education efforts.* Three hundred sixty recommendations were eliminated in the first review and an additional 115 recommendations were dropped as a result of the second review.

The third review placed each of the remaining 230 recommendations into one of 19 general categories and the fourth review was for the purpose of determining trends within each of those categories. The following is a summation and digest based on the fourth review.

## PROGRAM PLANNING

The importance of careful planning and of involving representatives of a wide variety of interested groups in the planning process was repeatedly emphasized through statements such as:

> *A lengthy planning period should preceed any implementation. Ill-conceived actions carried out at the beginning of a project must later be undone before the project can start afresh. If this involves reversing an unfavorable reputation in the community, it will take many months to accomplish.*
>
> *School administrative (and supervisory) personnel . . . (should) be involved in the formulation of the proposal to later facilitate the use of the services of a special staff which is available for a limited time. . .*
>
> *A project of this type should grow from within the whole school district. Interest should be generated in advance so that the (regular) staff is amply motivated before the onset of the actual project. It might be helpful if the director is selected from within the school district. If this is done, it is imperative that this person be someone who had a strong existing rapport with the teaching staff.*

As part of the planning process it was suggested that the results from student and teacher pre-program surveys can provide a good base for program planning. It was also recommended that it is helpful to *Assess the needs and milieu of the community before investing major funds or efforts to any aspect of the program* and *Different informational approaches must be made to different constituencies in the early stages of grant development and program planning. Career education developers should meet with the various constituencies separately to best deal with their (specific) concerns.*

The importance of involving and obtaining feedback from those whom a project is seeking to serve was further emphasized by statements such as, *Feedback from the field should be elicited so as to gain insights concerning potential improvement of the project's services.* A recurring theme within this general area is summarized by the following:

> *Initially only a minority of the faculty will usually wish to get involved in career education activities. This need not be an obstacle. High quality*

*work with a few teachers is a legitimate activity in itself and often leads to expanded faculty involvement. In some cases, the administration will insist that a career education approach be taken on by all faculty of his school. Discourage total involvement unless all faculty members are willing to participate. Teachers who volunteer to become actively involved in the career education program will offer their time to make it a successful program; teachers who have been forced into the program will participate grudgingly, if at all!*

## PROJECT STAFFING

In general, most of the staffing recommendations can be summarized as, "Make sure there is enough and the right kind of staff to implement the project as proposed." A frequently recommended staffing change was the inclusion of a full-time director for projects although this also was noted as unnecessary for small projects. Other suggestions concerning project staffing included such as:

> *Staffing is the single greatest determinant of success and social skills are at least as essential as technical ones. Strong leadership from the project administration is especially important.*
>
> *Project staff . . . (should) not be locked into . . . teacher and/or administrator contracts.*
>
> *Salaries budgeted for all (project) positions should be attractive enough so that the project can attract high calibre personnel without delays in the time schedule.*

## PROJECT MANAGEMENT

For service projects recruiting school districts to receive their services it is suggested, *In making the initial contact with the administration of a school district, it is imperative that sincere rapport be established. More specifically, this implies on the part of the project representative an ability to discuss the career education concept intelligently as well as to point out the value that career education can have for the school district.*

As an overall management strategy, the concept of management by objectives appears to receive frequent endorsements as witnessed by recommendations of the nature, *Plan all activities around objectives, assuring that all efforts are objective-related and all objectives receive attention. The same applies to the allocation of financial resources.* Also offered was the advice that a project should, *Begin with realistic and measurable objectives, even if considerable revisions of those (objectives) stated in the funding proposal is required. Objectives may be revised from time to time in light of experience; if they are, change them formally and in writing.*

The importance of job descriptions clearly defining the expectations for and responsibilities of project staff members was emphasized. It was also frequently noted that project staff can and should benefit from inservice training as well as offering such training to other school staff by statements such as:

> *After project staff have been hired, regardless of their expertise, they should have extensive common inservice experiences.*
>
> *Staff training should be given high priority, even if experienced individuals are hired. The career education movement is developing fast; to keep abreast of new developments requires time and money for staff inservice sessions and*

*professional reading. Attending state and national conferences is a good way to learn of new developments in the field without months and years passing before new ideas are formally disseminated. Even a project devoted to a particular career education approach should be aware of other approaches.*

The importance of adequate lines of communication between a project and those it seeks to serve was repeatedly mentioned.

> *Formal and informal lines of communication between staff, clients, and sponsors should be identified, established, and maintained. These communication lines should be conveyed to all within and outside of the project staff who will in any way be dealing with the project.*
>
> *If invited to sit in on faculty or departmental meetings, consultants should do so at times since valuable insights can be acquired in this manner regarding teacher concerns and curricular possibilities pertinent to career education.*

Management recommendations frequently emphasized the importance of adhering to established timelines:

> *The original proposal requirements such as staffing, pre-planning workshops, core-curriculum committee formation, and all other timelines (should) be adhered to as closely as possible.*
>
> *Project staff should closely monitor the projected calendar of events indicated in (the) proposal.*

Finally, miscellaneous pieces of advice such as, *If a project is staffed with personnel from within a school district or organization, staff assigned to the project should be assured a position comparable to the one they left at the project's conclusion*, and the admonition that, *Funded projects should convey an austere image. The "give-away" image is one to be avoided as non-project staff are apt to be more interested in the "things" they can get from the project than they are in the ideas, concepts, and programmatic aspects of the project.*

## IMPLEMENTATION STRATEGIES

A good number of the recommendations concerning the implementation of career education focused on the importance of obtaining active support from both central office and building level administrators as well as from boards of education members. For example, it was noted, *If there is not visible and concrete support from the top administration and policy makers of an organization, a project's chances for success are far less than in a situation where such support exists. Such support must be more than permissive in nature.* It was also emphasized that administrative and board commitment should be obtained before encouraging teachers to implement career education. In order to obtain such support it is suggested that the school board and the administration should thoroughly understand all of the project components and their possible implications for the district. It was suggested that, *The project staff and the third-party (or internal) evaluator should meet with all school administrators and review the evaluative reports. The review should provide direction for the development of strategies to implement successful elements after the present project terminates.*

As programs develop, it was indicated that implementation will be facilitated if, *As funds permit, (project) staff members be sent to observe ongoing exemplary programs outside (of the) district*, and that, *More career resource and other guest speakers from outside the district should be used in teacher training and provided for (the) classroom instruction for students.* In addition, *The more flexible and adaptable the program is perceived to be the more enthusiasts we enlist. Teacher resistance is encountered and heightened by any attempt to structure or mandate methods or approach.*

General recommendations in this category included:

> *For long-term effect, there is a definite need for a stronger conceptual structure. . . Such a structure would lay out the content of the program, its relationships to subject fields and its sequencing over grades K-12 and perhaps beyond. Lacking this conceptual structure, it is difficult for the staff to describe and interpret the full content of career education.*
>
> *A Project should start small and expand on the basis of its experience rather than attempt too much too soon. To "withdraw" services once offered can do irreparable damage to a project's functioning.*
>
> *Begin with intensive efforts at selected schools or grade levels and branch out after one (or more) model program(s) is (are) developed.*
>
> *Crash programs or the imposition of superstructures on the existing curriculum seldom have the same lasting effect as does gradual incorporation of career education into the school system.*
>
> *A district entering into a project of this type should give advance consideration to the curriculum revisions and additions that may be necessary to fully implement this type of a project.*
>
> *Career education innovation must be planned and executed with considerable caution. Pilot testing must precede field testing so that approaches can be improved before full-scale implementation efforts. While this deliberate design does not generate "numbers" in final reports, it does improve the chances of the career education programs outlasting massive federal funds.*

The basic message appears clear--plan well and build slowly!

As a general strategy for the delivery of career education to students, infusion received an overwhelming endorsement. It was recommended that:

> *Because of its potential to reach all students, the infusion approach to career education by integrating or infusing career education concepts into regular courses and classes is strongly recommended. However, some schools offer separate "occupations" courses and such schools should also be given assistance if they seek it. In the formative stages, schools trying to determine whether to use the infusion or separate course approach should be strongly urged to adopt the infusion approach.*
>
> *Students (should) continue to receive career education in the form of a teaching process rather than a separate content course.*

The endorsement of the infusion approach, however, was by no means unanimous. One project flatly stated that infusion was not an appropriate approach for implementing career education while another project recommended, *Less reliance on infusion. Infusion should neither be viewed as the best or only way to establish career education in the curriculum. Infusion should not be abandoned as a technique where deemed appropriate, but we doubt that career education is likely to fail even if infusion as a major strategy does.*

It was also recommended that:

> *(The) use of teacher reinforcement as a tool for change (is effective). Through the use of publicized class activities to stimulate other teachers to show like initiative, it became apparent that many other teachers were initiating like activities for reasons of personal recognition.*
>
> *The function of guidance and placement personnel in the program could be researched with the intention of setting guidelines for the school districts throughout the state.*
>
> *Continuous efforts be made to involve more academically-oriented counselors and to define their role as it relates to career counseling.*
>
> *The role and use of counselors should be studied in an effort to increase the degree of effect they have upon the career aspects of student education.*
>
> *Efforts must be made to increase the number of academic teachers involved if the full benefits of career education are to be realized.*
>
> *At levels of education where departmentilization of instruction takes place, students must receive career education concepts from more than just one teacher to be significantly effective.*

The difficulties of implementing career education in rural settings were addressed through recommendations such as, *While the basic principles of career education apply to both urban and rural settings, the latter imply a greater degree of isolation from community resources and from access to occupational information. Therefore, particular procedures (e.g., mobile units) should be utilized to overcome such isolation.*

## PRESERVICE TRAINING

It was frequently recommended that preservice teacher (and administrator) programs place more emphasis on career education. Suggested approaches to accomplish this emphasis were:

> Integrate career education with subject area preparation and professional education;
>
> Utilize career education specialists as visiting lecturers and resource persons; and
>
> Use community resource people in college and university classes.

## INSERVICE STRATEGIES

Comments were frequently offered which suggest it is necessary or at least desirable to provide teachers with incentives to participate in training programs. The incentives offered as possibilities included released time to participate in training sessions, college credits, professional growth credits, and stipends.

A number of projects questioned the overall effectiveness of *large* group inservice sessions and offered suggestions for organizing for the effective training of teachers. Representative of the suggestions offered are:

> *The difference between orientation and inservice programs should be kept in mind. The basic purposes of the former are (1) to briefly explain career education, (2) to suggest some ways it can be used by the school, and (3) to begin identifying teachers who wish to explore the concept further. Therefore, conceptual overloading should be avoided in orientations. It is in inservice activities that greater depth and specificity are appropriate.*
>
> *The usefulness of formal large group inservice programs is limited. It appears that such meetings should be limited to accomplishing tasks such as the orientation of faculties to career education. Specific planning and implementation activities are probably more effectively accomplished through small interest-centered groups and/or a career education coordinator consulting with individual teachers and counselors . . . It is speculated that . . . when a project focuses on the development of an articulated K-12 program, the inservice component may wish to involve overlapping groups such as K-1 or 1-2 teachers or at the secondary level mathematics and science or science and language teachers with the career education coordinator providing the unifying K-12 coordination.*
>
> *The use of formal, relatively large presentations (15 or more participants) be limited to orientation and/or very general presentations with small (less than 15 participants) interest-centered working sessions and consulting contacts being more effective approaches for actual program development and implementation activities.*
>
> *Staff motivation cannot be achieved by inservice alone. Personal contacts must be established and maintained throughout the year.*

It was indicated that, *The needs of teachers should be assessed and inservice training programs provided accordingly.* Furthermore, it was also recommended that such needs assessments be ongoing activities rather than one-time affairs.

Virtually all school staff were identified as appropriate recipients of training including teachers, librarians, counselors, aides, and administrators. The concept of using experienced peers as trainers received a very wide endorsement as illustrated by statements such as:

> *Teachers teaching other teachers have so much more credibility than "experts".*
>
> *The best model for teacher inservice training is one structured locally and using teachers' peers as consultants. Outside consultants tend to insert their own biases and philosophy, often neglecting or actually harming the development of desired career education concepts.*

Another training approach which appears to have wide support and which is related to the peer-teaching concept is the observing of existing career education programs.

> *The major thrust of the inservice preparation program should be to allow classroom teachers the opportunity to visit exemplary career education classroom activities . . .*
>
> *. . . (visits) by district teachers to other nearby career education programs would be beneficial in motivating teachers to try new ideas and approaches.*

*Articulation is encouraged by providing teachers an opportunity to visit other buildings, levels, or other districts.*

*Once is not enough* is the prevelant attitude regarding inservice training activities. Illustrative of this attitude are recommendations such as:

*A career education inservice (should) be provided for all <u>new</u> teachers to the district before the start of each school year.*

*<u>Every</u> teacher and administrator should be oriented on placement functions and activities at the beginning of each school year.*

*Require inservice training for teachers each year.*

*Follow-up activities (should) be designed and incorporated into all administrative and/or teacher workshops that are designed to provide initiation to project goals and objectives.*

*An ongoing inservice education program for career education (should) be developed for subsequent years for educators in the district that have yet to be exposed to career education and (it is recommended) that a continuing inservice program be implemented for those who are already teacher/movers.*

*Many teachers (are) taking time out for career education instead of integrating it. Teachers could be recycled through career education concepts to refresh their memories on some of the basic tenets of career education.*

## CONSULTANTS

It was stated that there should be a more systematic utilization of outside consultants by developmental projects. *Such individuals can aid project staffs in generating new ideas, clarifying concepts and strategies, and by providing an exchange of information.*

## DEMONSTRATION SITES

Some of the projects reviewed utilized a demonstration site approach whereby the sites encouraged visits by individuals or teams interested in observing an exemplary career education program. It was noted, however, that, *Having career education demonstration sites available is not enough. Extensive utilization of those sites is unlikely to occur without an extensive ongoing publicity campaign.* It was also suggested that, *Aggresive follow-up will be desirable for demonstration site visitors if the program includes providing visitors with inservice and consultant services after visits.*

## ADVISORY COMMITTEES

The majority of the *recommendations* concerning advisory committees was limited to an advocacy of the concept of utilizing advisory committees (boards of councils). Ways in which it was suggested that advisory committees can and should contribute to the development and operation of career education programs were frequently offered but tended to be limited in scope.

It was generally agreed that it is advisable to carefully plan the purposes to be accomplished by an advisory committee, *Planning of the committee itself should be as painstaking as planning for any program. In a rush to create a committee to endorse or activate career education projects, one may overlook crucial details.*

*As part of the planning process specific and well defined charges relative to what is expected of the advisory committee should be developed. Once these tasks have been completed meticulous care should be exercised in determining the size and composition of the advisory committee which will be required to accomplish its charges and prior to issuing invitations to serve on the advisory committee a review should be made to assure that all key groups are represented including an adequate involvement of organized labor.*

It was suggested that acceptable functions for an advisory committee could include providing advice concerning project policies and procedures as well as furnishing liaison between the project, the groups they represent, and the larger community. Several projects also noted that committee members can and should assist in establishing experience sites for field-trips and shadow experiences.

Finally, it was recommended that when serving on or working with an advisory committee, the educators make a conscious and concerted effort to avoid the use of educational jargon.

## COMMUNITY

Involvement of the community is generally accepted and endorsed as a valuable component of the career education movement. The need, however, for a better definition of specific and expanded roles for business-labor-industry-government (BLIG) is noted. Also identified is the need for a coordinated single-source effort in the utilization of community resources. For example, it is not unusual to have several groups within a school district each involved in scheduling field trips, placing students, and so on. This recommendation focuses on the importance of having such community contacts go through a *clearinghouse* to minimize duplicate requests made to the same community groups or agencies from different components within a school district and to monitor the utilization of community resources so that, for example, one site is not receiving an unreasonable number of contacts while another, equally willing site is receiving few or none.

A recurring theme across projects is that a desirable working relationship between the schools and BLIG does not *just happen*. For such a relationship to develop there must be coordination between the various community groups and the schools and formal liaison must be provided. As was noted during the 1976 Houston Conference, it is considered advisable to involve labor representatives early in the planning process as without labor's understanding and support, an important segment of the community will be lost to the career education movement.

## SPECIAL NEEDS GROUPS

The number of projects which specifically addressed special needs groups in their recommendations was limited. Those projects who did address them offered general suggestions such as:

> *Increased and continuous effort should be made to assure more participations of women and minorities.*
>
> *Further attention be given to the unique career development needs of special population groups for whom earlier decision-making may be of value.*
>
> *A career education program should not neglect the needs of the handicapped and disadvantaged.*

*Consideration can be given to developing methods of instruction and activities for special population groups (gifted, learning disabled, disadvantaged, etc.).*

*Special career education courses should be developed for special education students. Do not mix these classes.*

## MULTI-SITE PROJECTS

A number of the reports reviewed represented projects serving sites located in either a large geographic region or districts scattered throughout a state. In general, it was recommended that the number of and distance between sites served by a single project be limited to a level where the transportation of staff and materials is easily managed to minimize logistical problems in the delivery of services. In addition, it was suggested that the number of sites be limited to the number in which project staff can anticipate a fair probability of implementation.

It was indicated that multi-site projects can be successful but it was recommended that:

*When staff are spread geographically, consciencious efforts at coordination are required and staff from the various sites should meet periodically for staff development, information exchange, and coordination.*

*An administrative organization (should) be established that provides to those responsible for development and implementation line authority so they can function effectively in a multi-site setting.*

*If an agency in the state is utilized to provide training activities on a state-wide basis, it may be desirable to involve more than one agency headquartered in different parts of the state. If such agencies are expected to provide inservice training complementary to the efforts of a local district, provisions should be made for joint planning of inservice sessions.*

## COORDINATION/ARTICULATION

A number of the projects reported a concern for avoiding duplicated experiences for students and for providing students with an articulated series of experiences as demonstrated by recommendations such as:

*. . . a coherent K-12 career education effort should be developed so that continuity is integrated into the program.*

*Longitudinal efforts of career education (should) be improved--especially in coordination and transfer of records. . .*

*There must be career education articulation in each area to prevent duplication of effort and to appropriately develop approaches consistent with the students' varying vocational maturity levels.*

*Curriculum content and activities should be coordinated by grade level and subject area. Avoidance of substantial overlap of curriculum content and activities should be a high priority.*

*. . . relating programs at all levels to individual needs of students and providing a logical sequence with each level serving as a foundation for the next (is needed).*

*Increased efforts (should) be made for articulation among teachers and counselors at all grade levels to prevent a duplication of career activities from one year to the next.*

MATERIALS DEVELOPMENT

Although materials were developed and produced by the vast majority of the projects reviewed, the number of recommendations focused on materials development were limited to such as:

*Efforts should be continued to develop resource materials which can be used to relate concepts taught in the various disciplines to occupations which use the concepts.*

*Greater emphasis should be placed on production and incorporation of curriculum materials as a planned process to ensure infusing career education concepts and activities into the regular curriculum structure.*

*There is a particular need to develop senior high school career-related materials in the areas of the "humanities" since teachers of these subjects sometimes feel--erroneously--that no job opportunities exist in their field outside of teaching.*

*The current materials and those purchased (and developed) in the future should be thoroughly analyzed with some type of qualitative evaluation instrument.*

Even after the initial development of materials, however, it was recommended that, *Continued updating of content and activities should be a major consideration. This should include:*

*More learning activities related to present day student interests;*

*Extraneous materials be deleted from the units on a regular basis;*

*Feedback information from teachers and guidance counselors should be incorporated in the continual revision of the units.*

PLACEMENT

A number of career education projects have a placement component. The difficulty of establishing a placement service in a rural community was acknowledged with the recommendation that such services not be attempted in a rural setting where there is extremely limited job placement potential.

It was suggested that at least two years be considered the length of time needed to establish, promote, and implement an effective job development, placement and follow-up component. It was further recommended that the development of a placement component requires unique skills and responsibility for program development should be given to an individual with demonstrated skills and experience in placement services. Employment opportunities should be identified prior to the initiation of a placement service.

Local civic organizations and advisory committees were at times found helpful in the development and operation of placement services and exploring their utilization in both the developmental and implemental facets of placement services was recommended.

Finally, it was recommended that, *A viable feedback system be developed to insure that post-secondary options are updated to make career placements more effective in terms of both present and projected occupational needs and demands.*

## DISSEMINATION

Although many of the projects reviewed had objectives which focused on dissemination the recommendations related to it tended to be in the nature of, *Selected project components should be described with sufficient precision and detail so that they may be readily transported to other settings,* or a more general, *Continued efforts should be made to have a greater cross-fertilization of career education activities . . . with expansion into the non-participating school districts.*

Either by statement or implication it was not uncommon to find the reminder, *A project funded for the purpose of development or demonstration should keep this clearly in mind. Responsibilities to the funding agent and the national career education movement are easily overlooked by an enthusiastic staff highly involved in serving the local community.*

## EVALUATION AND RESEARCH

In general, the concept of career education evaluation encompassing both the process (formative) and outcome (summative) aspects of an effort is endorsed. It was further noted that evaluation which incorporates a good description of the treatment(s) applied facilitates the transporting of successful components from one site to other sites.

Advice provided by various projects concerning the structuring of evaluation for career education included such as a working definition of career education should be established, related to planned activities which in turn are related to quantifiable outcomes. Stated another way, it was recommended that projects should, *Establish realistic and assessable process and outcome objectives for a project.* In addition, a recurring recommendation focused on the desirability of evaluation being a continuous and ongoing aspect of any project. The value of both process and outcome evaluation as an aid to management decision-making also was noted frequently.

It was recommended that if an external evaluator is to be used, early involvement during the project's formative stages is very desirable if maximum use is to be made of this individual or agency. *An evaluation design which is directly related to the project's stated objectives should be established early and baseline data should be obtained prior to, or at the latest concurrent with, initiating the delivery of services.* Whether the evaluation is implemented by the project itself or through an external evaluator, the importance of including ALL aspects of a project encompassing things such as staffing and finances was emphasized.

Finally, the desirability of establishing longitudinal studies to assess the impact of career education efforts in a meaningful way was repeatedly noted and the longitudinal, cummulative nature of career education itself was offered as the rationale for such studies. The recommended duration for longitudinal studies in career education ranged from three to thirteen years.

## FUNDING

Continuation funding was an expressed concern for most of the projects whose reports were reviewed. Recommendations in this area, however, tended to be non-specific

and of the *funding should be found* nature. Samples of slightly more specific funding recommendations were:

> *Students should be involved actively in writing . . . proposals for program funding . . .*
>
> *More successful aspects of funded projects (should) be made part of the educational system in order to build system-wide confidence and commitment to future funded projects.*
>
> *The funding of career education should be considered within current allocations. However, where defined need and formal justification can be made for increased funding, it should be considered as a separate budget item under career education.*
>
> *The school district and community (should) develop a coherent career education program not dependent on federal funding. Concentration at several elementary schools during the first year would be appropriate.*
>
> *All participating districts that accept career education as a priority should look for resources to continue and expand the opportunities for teachers and administrators to participate in staff development programs.*
>
> *Reassessment of priorities to provide additional funds for the purchase of (career education) instructional materials (is recommended).*
>
> *Plans for (the) continuation of successful aspects of the project should be provided with budgeting assistance from agencies desiring to receive these services.*
>
> *Seek alternate funding sources for some ongoing activities:*
>
> 1. *Nominal registration fee for conferences*
> 2. *Service clubs might help underwrite the cost of some activities, particularly conferences or programs focusing on special types of students.*
> 3. *Business and industry (or a consortium of school districts) might be willing to underwrite the costs of a lending library of materials that is being functionally utilized.*

USOE

There were three categories of recommendations which were directed to the USOE.

In general, whatever the funded life of a project, the project tended to feel it was not long enough. One-year projects recommended up to three years duration pointing to the first-year time consumed in the general organization of a new project as a rationale. Three-year projects indicated that fourth and fifth years should be available for refining a program developed during the first three years and to implement an outreach phase as is sometimes done with programs funded by the Bureau for the Education of the Handicapped. Time should be allowed, . . . *for change installation--any proposed change worthy of funding to install (should) be given adequate time not only for installation, but for follow-through to take place.*

It was suggested that the timing for notification of grant awards be changed so that there be allowed sufficient lead time between award announcements and project start-up to accomplish such as obtaining facilities, materials, and staff.

It was also recommended that the USOE provide to funded projects, *A report on what seems to be areas of strengths and weaknesses of approved proposals before or during the early stages of project development.* It was indicated that such feedback should address all aspects of a project including budget, operations, evaluation activities, and staffing plans.